



CHARTER SCHOOLS APPLICATION PACKET

for Mayor-Endorsed Charter Schools

Office of the Mayor

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Dear Potential Charter School Applicant:

I am writing to invite you to submit a proposal to create a new charter school in the City of St. Louis, Missouri.

The City of St. Louis is undergoing an internationally recognized renaissance with new and rehabilitated homes, new businesses, and more residents. People from across the country and across the St. Louis region are discovering or rediscovering our great neighborhoods, cultural attractions that are second to none, new restaurants and night life. Our City is cleaner, safer, and more beautiful than it has been in a long time. In short, St. Louis has it all – except enough quality public schools.

I am a strong supporter of public education and am supporting efforts to improve the St. Louis Public Schools. But, I also believe there is room for quality charter schools to give all of our families – regardless of race and income – access to high quality teachers, schools, and curriculum.

In St. Louis, parents, employers, and advocates for children thirst for better public schools. In response to our community's need, I have created a charter school application process that is designed to generate interest in St. Louis from proven national models and to spur innovation from local educators and parents. As mayor, I am not authorized to sponsor charter schools. But, many potential charter school sponsors value my opinion. In addition to the application, I have created a St. Louis Charter School Advisory Board to review applications and advise me on the selection of the most qualified applications. I will help selected applicants with technical issues, help secure a sponsor, and help gain authorization from the Missouri Board of Education.

I am seeking applications with exciting vision, unique services and compelling plans that will address the need for high quality public educational services throughout the City of St. Louis. If you are interested, I ask you to submit a proposal that meets the high standards of excellence our children deserve.

If you have any questions regarding the review process or the application, please contact my Executive Assistant for Education, Robbyn Wahby at (314) 622-3746 or charterschools@stlouiscity.com. I look forward to working with all members of our community to make public education a success.

Sincerely,

Francis G. Slay
Mayor

Acknowledgements

I wish to personally thank my colleague Mayor Bart Peterson of Indianapolis and David Harris, former Director Indianapolis Charter Schools. Their encouragement and assistance is much appreciated. St. Louis owes a debt of gratitude to the City of Indianapolis for pioneering mayoral charter school sponsorship. Because of the vision and courage of Mayor Peterson, and the leadership and stewardship of Mr. Harris other cities have access to the materials and processes that have successfully opened high quality public charter schools to the benefit of children and families who were desperately seeking new options.

It is equally important to recognize the efforts of those who assisted Indianapolis in the development of their materials that formed the basis of the St. Louis application. In particular the District of Columbia Public Charter Schools Board, the Charter School Institute of the State University of New York, the Massachusetts Department of Education, New American Schools and NewSchools Venture Fund, for sharing their ideas and resources; to Bryan Hassel, Paul Herdman, Sejal Doshi, Michelle Godard Terrell and Amy Wad for their contributions to the development of the materials and model; and for the Annie E. Casey Foundation and Richard Fairbanks Foundations for their support and contributions.

We wish to thank the Aaron North, executive director of the Missouri Charter School Association, Jocelyn Strand, director of charter schools for the Missouri Department of Elementary and Secondary Education, David Luckes, president and CEO of the Greater St. Louis Community Foundation and Doug Thaman, central regional manager and Greg Richmond, president and CEO of the National Association of Charter School Authorizers for their support, advice and encouragement in our pursuit of quality public charter schools for all children in the City of St. Louis.

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Introduction

This packet will help you put together a proposal to create a new charter school in St. Louis. Inside you will find answers to frequently asked questions, instructions, as well as forms and templates.

The Office of the Mayor has created this packet to provide a fair, objective process to identify potential high quality charter schools. You should know that the mayor has no authority to sponsor charter schools. By submitting your application to the Office of the Mayor you are seeking the support of the mayor to assist your organization in seeking sponsorship.

Many charter school development groups seek guidance on where to place a school or if there are specific themes or design models the City prefers. St. Louis needs a collection of high-quality, demand-driven schools throughout the City of St. Louis that match these characteristics:

Focus on at-risk students – Schools that target at-risk students must have high expectations, create exceptional learning environments and provide students with the skills necessary to access the 21st century global economy.

Focus on career and work force preparation – Schools that build 21st century skills and offer opportunities to “try-on” a variety of careers and vocations see higher achievement and higher graduation rates. By offering a rigorous curriculum, students are prepared to enter post-secondary training or college.

Fill a void – Charter schools can increase access to quality public schools through their location choice and through innovative school design.

The St. Louis Charter School Advisory Board will evaluate applications and make recommendations concerning the Mayor’s support. Mayor Slay has ultimate decision-making authority when granting support for a charter application.

For further assistance, please contact the Office of the Mayor, St. Louis Charter School Development -Robbyn Wahby, (314) 622-3746 or charterschools@stlouiscity.com.

Frequently Asked Questions on Charter Schools – General Information

What are charter schools?

Charter schools are public schools that, by law, are free from many of the rules and regulations that apply to traditional public-school districts. In exchange for this freedom, charter schools are to demonstrate positive outcomes such as individual student growth, parent involvement, and overall school academic achievement. Charter schools are governed by an independent board of a non-profit entity.

What is a “charter?”

The “charter” is the contract between a non-profit entity and an allowable sponsor. The “charter” explains what the school wants to do, how they will go about it, what they will accomplish, and how they will measure their performance. An entity that fails to comply with the terms of its charter will have its charter revoked.

What is a “sponsor?”

A “sponsor” is an entity that, under state law is allowed to open, oversee, renew and close charter schools. They are the entity that has the authority to approve a charter school to open and then holds the charter school accountable for the conditions in their contract or “charter.” Sometimes sponsors are called “authorizers.”

Are charter schools considered “public schools?”

Yes, charters are public schools. They are open to the public, funded by the public and accountable to the public.

How do charter schools differ from district public schools?

Charter schools are established by teachers, parents, principals and educational experts and are autonomous from the public school system in their operations. A charter school will only remain open if it can consistently demonstrate sound performance and responsible governance.

Who can attend charter schools?

Charters are open to anyone. Like all public schools, charters may not discriminate based on race, religion, academic ability, disability or gender. Some charters may give priority to a neighborhood or to students who attended feeder schools, just like St. Louis Public Schools does. However, unlike SLPS, charter schools may not restrict enrollment based on academic performance. If there are more applicants than available seats, a lottery is used to determine who can attend.

Are charter schools diverse?

Yes. Charter schools have similar demographic characteristics as traditional public schools. Specific charter schools may choose to target a specific population (i.e. at-risk students, high school drop outs.)

Can special education students attend charter schools?

Yes. Like all public schools, charter schools are required to accept students with disabilities, limited English proficiency or “at-risk.”

Don’t charter schools “cream” the best students?

Charter schools are open to all children. Many who start charter schools do so to reach students with high needs. Missouri law requires that one-third of a sponsor’s charter schools must target at-risk students. Most charter schools in Missouri are over 83% free and reduce lunch.

May charter schools be religious based?

No. Charter schools are public schools and must be non-religious in their admissions, instruction, employment and all other operations. The curriculum must be secular. As with district schools, charter schools may partner with any community group for secular purposes.

Where can charter schools be located?

In Missouri, charter schools can only be located within the boundaries of the Kansas City Public Schools and the St. Louis Public Schools.

Frequently Asked Questions on Charter Schools – St. Louis, MO

How do you establish a charter school in Missouri?

State law requires a sponsor approved application authorized by the State Board of Education in order to establish a charter school in Missouri.

Who has the authority to sponsor charters in St. Louis?

In Missouri, eligible sponsors are: the school board of the district and of the state; a public four-year college or university with its primary campus in the St. Louis Public Schools District or in a county adjacent to the City of St. Louis, with an approved teacher education program that meets regional or national standards of accreditation; a community college located in the St. Louis Public Schools District; or any private four-year college or university located in St. Louis City with an enrollment of at least one thousand students, and with an approved teacher preparation program.

As of this publication, state-approved sponsors in the City of St. Louis are: Department of Elementary and Secondary Education (DESE), the University of Missouri-St. Louis (UMSL), Harris-Stowe University, Southeast Missouri State (SEMO), the University of Missouri-Rolla (UMR), St. Louis University, Washington University, Missouri Baptist University, Webster University, University of Missouri-Columbia (UMC), St. Louis Community College and the St. Louis Public Schools (SLPS).

Does Mayor of St. Louis have the authority to sponsor charter schools?

No, not at this time.

If the mayor cannot sponsor a charter school, how can he help?

Many potential charter school sponsors value the mayor's opinion on an application. After going through this vigorous process, the mayor will help candidates identify potential sponsors, assist with technical issues, help secure a sponsor and gain authorization from the Missouri Board of Education

Can other mayor's charter schools?

The Mayor of Indianapolis is the only mayor in the country with the authority to charter schools. Indianapolis was recognized for its outstanding application and authorization process by Harvard University's Kennedy School of Government. St. Louis is replicating this award winning process in selecting schools to support.

Why has Mayor Slay issued an RFP for charter schools?

St. Louis has it all – except enough quality public schools. The mayor dreams of the day when all children – regardless of race and income-- will have access to a quality school with quality teachers.

The mayor also understands that quality schools are the foundation for good neighborhoods.

What is the process to respond to the Mayor's RFP for charter schools?

The guidelines for application begin on page 7.

What makes a Mayor qualified to support charter schools?

Municipal government is a highly skilled regulatory agency. We establish and monitor outcomes for a plethora of services. We create rules for zoning, fire and safety, building codes and health standards and then enforce the rules. Government works with business and non-profits alike to assure our citizens get the services needed. Sometimes government delivers the services, and sometimes we contract with others to deliver the services. Our work can be applied to analyzing charter school applications and supporting those that can meet the needs of our citizens.

Neighborhood, civic and business leaders are joining the cries from parents for quality public schools in St. Louis. The Mayor is addressing their needs by championing quality charters that wish to open in St. Louis.

Is the Mayor's support required to gain sponsorship?

No. Applicants may submit their applications directly to any eligible sponsor. The purpose of the RFP process is to identify high-quality schools who wish to have the Mayor's support. Those schools supported by the Mayor will receive assistance in finding a sponsor.

How difficult is it to establish a charter school?

The mayor wants quality charter schools. It will take a team of dedicated, smart people, with access to capital, and connections to community assets to create, open and sustain a good charter school. From concept to sponsorship, a charter application can take 18-24 months to complete. New school designs should plan at least 9-12 months from sponsorship to a successful opening.

Help is available. The Walton Family Foundation provides charter school application planning grants. Schools that successfully participate in the Mayor's charter school review will have assistance in securing a sponsor. Once sponsored, charters supported by the mayor can access technical assistance from the Missouri Public Charter School Association. National organizations such as the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers, as well as other national, state and local philanthropic organizations and government agencies are available to assist new charter schools.

Who can operate a charter school?

Missouri law limits charter school operators to non-profit corporation incorporated pursuant to chapter 355, RSMo.

Is any money available for capital?

Access to capital is a key component in charter school development. For some schools, the existing non-profit has been in business long enough to obtain a loan, and some can issue bonds. Below market-rate lending is available through specialty financial organizations (see Appendix 7 for more information) for capital needs. Many charter applications partner with EMO's who can assist the non-profit in acquiring capital.

How much money is available for operating?

There are several sources of operating revenue for charter schools. Charter schools are public schools and are entitled to the same public dollars distributed through the State's foundation formula. Charter schools can receive federal dollars for children who are eligible. Additional private fundraising efforts are required for schools with expenses greater than the amount generated through public sources.

What additional resources are available to start a charter school in St. Louis?

Many local and national foundations, community-based organizations and governmental agencies are eager to support the development of new, quality charter schools in St. Louis. Planning grants (up to \$20,000) are available from the Walton Family Foundation for groups looking to write a charter application. Building Excellent Schools are seeking applicants interested in a fellowship focused on starting a charter school. Start-up monies are available from the U.S. Department of Education, Department of Elementary and Secondary Education and the Walton Family Foundation, for approved applications that meet specific criteria. Non-profit organizations, as well as state and local government agencies have existing services that can be located within a charter school or provide to students enrolled in a charter school.

What is an “education management company?”

An educational management company (EMO) provides services to charter schools that can include back-office support (accounting, data collection, legal, etc.) and educational services (curriculum, professional development, assessments, etc.) These services are performed based on a contract between the school’s board of directors and the EMO. EMOs may be for-profit or non-profit entities. In St. Louis, the most common EMOs are Edison and Imagine Schools.

Aren’t for-profit EMOs unfairly taking tax dollars away from children?

Both school districts and charter schools contract with for-profit business to provide services such as janitorial, transportation, text books and office supplies. Charters are held accountable for effective and efficient use of school funds.

Are charter schools required to meet state standards and NCLB standards?

Yes, charters must demonstrate that they are meeting state standards as defined by the Missouri School Improvement Program (MSIP). Sponsors work with schools that do not meet the standards for improvement. A charter school that does not perform can have its charter revoked.

Are they required to use specific assessments such as the MAP and ACT?

All charter schools are required to identify an assessment plan that measures student progress toward MSIP defined standards. All are using the MAP. Many are using multiple (nationally normed) assessments to assist in measuring student growth.

How many charter schools operate in St. Louis?

For the 2007-08 school year there are 10 charters operating 15 schools, serving approximately 6,000 students.

Who attends charter schools in St. Louis?

For the 2006-07 school year, 5,405 students attended two high schools, one middle school and seven elementary charter schools. Charter schools students were 87% African-American and 81.7% eligible for free-or-reduced lunch.

Don’t charter schools take money away from the St. Louis Public Schools?

School districts and charter schools are provided resources based on their enrollment and attendance. The fact is that tens of thousands of parents have already left the St. Louis Public Schools for private schools, parochial schools, and suburban schools. Charter school provides a public school option for families who wish to stay in the City.

Charters can have a positive financial impact on our community and on the district by stabilizing and in some cases revitalizing neighborhoods, increasing property values, and most importantly, producing graduates who are prepared for career, college and citizenship.

How does the federal court desegregation case affect charter schools?

Students that are residents of districts in St. Louis County that are eligible to participate in the City-County voluntary transfer program are eligible to attend charter schools, if specified in the school's charter.

What is the academic performance of charter schools in St. Louis?

Charter schools are performing as well as regular district schools. In fact, many charters are out performing several SLPS magnet schools. Parents who are not satisfied with a charter school's performance may leave at their discretion.

If my application is not supported by the Mayor, is there an appeals process?

Applicants may seek sponsorship at any time without the support of the Office of the Mayor. Applicants may revise their application and resubmit it to the Mayor's Charter School Advisory Board for review.

Application Guidelines and Procedures

The application established in this packet is designed to assist potential charter schools in obtaining sponsorship through the support of the Mayor. The application format articulates the consistent criteria and evaluation process used to determine support. The St. Louis Charter School Advisory Board and its review process create a mechanism for analysis and public input. Together, the application and the evaluation process will allow the St. Louis Charter School Advisory Board and the Mayor to determine a final recommendation to approve or deny support of an application.

Notice of Disclosure

All materials submitted in accordance with this RFP will become and remain, the property of the City of St. Louis (City) and will not be returned. All Proposals shall be considered public records, but may be deemed and treated as “closed” or “exempt” by the City, at the sole discretion of the City, pursuant to the City’s understanding and interpretation of the laws of the State of Missouri. Materials may become open records. The City cannot guarantee confidentiality of any materials during the evaluation process or at any other time. Thus, materials and communications exchanged in response to this RFP should be assumed to be subject to public disclosure.

Application and Review Process

The following outline describes the process and materials presented in the Charter Schools Application Packet. An electronic version of all application guidelines and forms can be downloaded from the following website:
<http://stlein.missouri.org/education/charter.cfm>.

The Mayor’s Office reserves the right to reject applications that do not follow the procedure outlined in the application packet.

<p>Step One: Letter of Intent</p>	<p>Letter of Intent Form (required) must be submitted to the Mayor’s Office.</p> <p>After a <i>Letter of Intent Form</i> is submitted, the Mayor’s Office, in consultation with the applicant, will establish the timeline for subsequent submissions.</p> <p>When submitting the <i>Letter of Intent Form</i>, the applicant must indicate whether the proposed school is based on a new design or an existing design. (See “<i>Existing Design Applicant Evaluation</i>” section for detailed information.)</p>
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<p>Step Two: Prospectus submission and review</p>	<p>Prospectus (required) must be submitted to the Mayor’s Office.</p> <p>The <i>Prospectus</i> (no longer than 25 pages, excluding attachments) will describe the basic elements of the applicant's plan for establishing a charter school. The <i>Prospectus</i> will be reviewed and evaluated by the Mayor’s Office staff against the criteria described in the application packet. Additional reviews, such as professional consultant evaluations, interviews and due diligence on programs the applicant proposes to use, also may be conducted.</p> <p>In the case of an <u>existing design</u> applicant, the Mayor’s Office will conduct an additional review to determine if: a) the design has proven its effectiveness in other schools, and b) the applicant and its partners have the capacity to replicate the design or to convert from private school to charter school. Evaluation may include research, interviews, and visits to schools that use the design.</p> <p>All applicants must submit a <i>Prospectus</i>. See “<i>Prospectus Submission Requirements</i>” and “<i>Prospective Narrative Outline</i>” sections for detailed information about the <i>Prospectus</i> and Appendix 3 for a checklist of <i>Prospectus</i> requirements.</p>
<p>Step Three: Invitation to submit Full Application</p>	<p>Selected applicants are invited to submit Full Applications.</p> <p>The Mayor’s Office will present its findings about each applicant to the St. Louis Charter Schools Advisory Board for its consideration. Based on these findings, the Board may invite an applicant to submit a <i>Full Application</i>. To obtain an invitation, an applicant must substantially meet the criteria for a <i>Prospectus</i>.</p> <p>An <u>existing design</u> applicant must also substantially demonstrate the effectiveness of the proposed design and the applicant’s capacity to replicate it or to convert from private school to charter school. If a proposed school is not in compliance with the guidelines set forth herein or otherwise determined not to be in the best interest of the City of St. Louis, the Charter Schools Advisory Board reserves the right not to invite the applicant to submit a <i>Full Application</i> and/or the Mayor’s Office reserves the right to reject a final application.</p> <p>All applicants invited by the St. Louis Charter School Advisory Board must submit a <i>Full Application</i> to continue to seek mayoral support. See “<i>Instructions for the Full Application</i>” for detailed information about the <i>Full Application</i> and Appendix 6 for a checklist of requirements for the <i>Full Application</i>.</p>

<p>Step Four: Feedback Meeting</p>	<p>Feedback meetings take place shortly after applicants are invited to submit Full Applications.</p> <p>Applicants invited to submit <i>Full Applications</i> may participate in informal meetings with the Mayor’s Office staff to discuss aspects of their plans and receive feedback prior to development of the <i>Full Application</i>.</p>
<p>Step Five: Full Application</p>	<p>Full Application must be submitted to the Mayor’s Office.</p> <p>The <i>Full Application</i> (no longer than 50 pages, excluding attachments) must be received by the Mayor’s Office no later than 5 p.m. on the date established by the Mayor’s Office (to be determined).</p>
<p>Step Six: Preview</p>	<p>Preview of Applications</p> <p>The Mayor's Office staff will perform a preliminary screening to identify applications that are complete and in compliance with Missouri state law. If an application is not complete, is not in compliance with Missouri law or the guidelines set forth herein or otherwise determined not to be in the best interest of the City of St. Louis, the Mayor’s Office reserves the right to reject that application.</p>
<p>Step Seven: Initial Review</p>	<p>Review by the Initial Review Team</p> <p>The <i>Full Application</i> will be reviewed by an initial review team headed by the Executive Assistant – Education in the Mayor’s Office. (The initial review team will likely be comprised of the experts who reviewed the <i>Prospectus</i>, plus others designated by the Mayor’s Office.) The Executive Assistant - Education reserves the right to request interviews with applicants.</p>
<p>Step Eight: Charter Schools Advisory Board Review</p>	<p>St. Louis Charter Schools Advisory Board Review</p> <p>The St. Louis Charter Schools Advisory Board will review charter school applications and provide its analysis to the Mayor. Board review may include one or more public hearings. The Board will assist the Mayor in his decision to: a) support an application, b) deny an application, or c) return an application for final modification within a specified time. The Board may take such other action as may be appropriate.</p>
<p>Step Nine: Applications Denied/Supported</p>	<p>Mayor Supports Charter Proposals</p> <p>The Mayor makes a final decision about each application. The Mayor will work with the selected applicants in seeking sponsorship. Charter documentation will be finalized upon agreement of the specific terms and conditions acceptable to the sponsor.</p>

Throughout the application review process, the Mayor's Office will communicate important information to charter school applicants through the St. Louis Charter Schools website, <http://stlc.in.missouri.org/education/charter.cfm>. It is the responsibility of the applicant to check this website regularly for updates and information. Please note that the Executive Assistant – Education must be notified in writing if the applicant does not have access to the Internet.

Individuals with questions about the application and review process should contact Robbyn Wahby, Executive Assistant – Education at (314) 622-3746 or charterschools@stlouiscity.com.

Instructions for Letter of Intent Form

All applicants are required to complete and send three copies of the Letter of Intent Form (Appendix 1-1) declaring their intent to apply for a charter.

On the Letter of Intent Form, an applicant must indicate whether it wants to be considered a “new design applicant” or an “existing design applicant.” An existing design applicant is one that is proposing to: (a) replicate one or more existing schools, or (b) convert a private school to a charter school. A new design applicant is one that is proposing an innovative, unique school.

An applicant proposing to replicate an existing school must be able to point to at least one school that is substantially similar *overall* to what the applicant is proposing. To constitute a replication, the school must go beyond the use of curriculum and structure and demonstrate how the culture of the school will be substantially similar to the model. The applicant must show that individuals or organizations that have operated similar schools will be deeply involved in the creation of the proposed school.

A plan to implement a specific program, such as a widely-used curriculum for a particular subject area or to open a school with a theme similar to other schools **does not** categorize an applicant as an “existing design applicant.”

Letter of Intent Format:

All Letter of Intent submissions should be limited to the one-page form on the following page. An electronic version of this form can be downloaded from the following website: <http://stlein.missouri.org/education/charter.cfm>.

The Letter of Intent Form can be mailed to:

Office of the Mayor
City of St. Louis
City Hall, Room 200
St. Louis, MO 63103
Attention: St. Louis Charter Schools Development – Robbyn Wabhy

Tel: (314) 622-3746
E-mail: charterschools@stlouiscity.com

No electronic copies can be accepted.

Existing Design Applicant Evaluation

On the Letter of Intent, an applicant must indicate whether it wants to be considered a “new design applicant” or an “existing design applicant.” An existing design applicant is one that is proposing to (a) replicate one or more existing schools, or (b) convert a private school to a charter school.

An applicant proposing to replicate an existing school must be able to point to at least one school that is substantially similar *overall* to what the applicant is proposing. To constitute a replication, the school must go beyond the use of curriculum and structure and demonstrate how the culture of the school will be substantially similar to the model. The applicant must show that individuals or organizations that have operated similar schools will be deeply involved in the creation of the proposed school.

A plan to implement a specific program, such as a widely-used curriculum for a particular subject area or to open a school with a theme similar to other schools **does not** categorize an applicant as an “existing design applicant.”

In the case of existing design applicants, the Mayor’s Office will review and evaluate the *effectiveness* of the design in existing schools and the *capacity* of the applicant and its partners to replicate the design in St. Louis or to convert from a private school to a substantially similar charter school. The review and evaluation, which may include research, interviews and visits to operating schools, will examine a range of factors, such as those listed in the sections below.

Proven Effectiveness

Applicant provides evidence that the existing design has been successful (ideally, over multiple years in at least one school) and demonstrates a direct relationship between program elements and student achievement. Proven effectiveness may be studied by looking at factors such as:

- **Success of academic program over time -**
 - Are schools that have implemented the proposed design making adequate yearly academic progress, as measured by their states’ systems of accountability?
 - Are the students in these schools outperforming students in relevant comparison groups, as evidenced by measures collected by the schools?
 - Has the proposed design demonstrated success in raising student achievement levels by:
 - Producing measurable gains across diverse populations of students?
 - Meeting/exceeding state standards for most students within 3-5 years of implementation?
 - Are the schools that have implemented the proposed design meeting the mission-related goals they have established (e.g. graduation rates, post-graduation attainment, improved student behavior, etc.)?

- **Organizational viability, which may include:**
 - Are the other schools in which the proposed design has been implemented in sound fiscal health?
 - Are the schools' student enrollment, attendance, and retention rates strong?
 - Are the schools' boards active and competent in their oversight (if applicable)?
 - Are there high levels of parent satisfaction?
 - Are the schools' administrations strong in their academic and organizational leadership?
 - Do the schools demonstrate an ability to attract and retain high quality staff?

- **Success in meeting operations and access obligations, which may include:**
 - Do any of the schools that have implemented the proposed design have any issues related to legal compliance?
 - Do any of the schools that have implemented the proposed design have any issues (legal or otherwise) related to accessibility (e.g., special needs, open enrollment processes)?

Capacity to Replicate or Convert

Applicant is credible and proposes well-defined strategies for replication or for conversion from a private school to a substantially similar charter school. Capacity to replicate or convert will be studied by looking at factors such as:

- Has the applicant already implemented its design successfully in one or more schools?
- Does the applicant have resources or have the ability to obtain resources to support replication in St. Louis or to convert from private school to charter school?
- Is the applicant in sound fiscal health, ideally as evidenced through an audited financial statement?
- Does the applicant possess a system for recruiting, hiring, training and evaluating staff?
- If an applicant is proposing to replicate an existing design, what individuals and organizations will provide the professional development, technical assistance, materials, financial resources, and help with facilities needed to replicate the design in St. Louis?
- Have these individuals and organizations successfully helped to launch other successful schools using the model? Do they present an adequate plan for providing this assistance in St. Louis?

The St. Louis Charter Advisory Schools Board reserves the right to invite Full Applications from only those existing design applicants that it determines are proposing an effective school program that is replicable or may be successfully converted from a private school to a charter school. If a proposed school does not meet its standards or is otherwise determined not to be in the best interest of the City of St. Louis, the Board reserves the right to reject the applicant.

Prospectus Submission Requirements

All applicants are required to complete and send a Prospectus - **in hard copy and on computer disk** - summarizing their proposal prior to submission of a Full Application.

The St. Louis Charter Schools Advisory Board will invite each applicant whose Prospectus substantially meets the criteria to submit a Full Application. *Several sections of the Full Application will ask for the same or similar information as the Prospectus. Further expansion of information will be required in the Full Application.*

The Prospectus must contain the following items:

- Cover page that states the name and location of proposed school.
- Charter School Information Form (Appendix 1-2).
- Three-page executive summary consisting of:
 - a mission statement that indicates, in one or two sentences, what the school intends to do, for whom, and to what degree;
 - an explanation of how the proposed school will meet the needs of the community;
 - a brief description of the educational foundation, including curricular approach;
 - a brief description of the plan for meeting the proposed school's educational goals;
 - a brief description of the business plan, including financial management capabilities, potential partners and access to financial resources; and
 - a description of the founding team's capacity to implement the educational plan and business plan.
- Table of Contents listing page numbers for each section of the narrative and attachments.
- A narrative, **not to exceed 25 pages**, following the attached Prospectus Narrative Outline described on pages 16-21. **The narrative must follow the Prospectus Narrative Outline. Failure to do so may serve as grounds to reject an application.** (See Appendix 3 for the Prospectus submission checklist.) The narrative of the Prospectus should be limited to the topics included in the Prospectus Narrative Outline. Additional information that supports the narrative may be included as attachments.
- Leadership information for the applicant's designated representative (as stated in the Letter of Intent), school leader(s), and governing board members. (For instructions, see Appendix 2).
- Attachments, **not to exceed 50 pages**. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the Prospectus, or lend insight into the applicant and its governing board members or management personnel. Examples of attachments in the Prospectus include curriculum samples, academic standards, letters of support, financial statements, etc. All attachments should be numbered and clearly referred to by number in the Prospectus narrative. The Leadership Information, Executive

Summary, By-Laws, and Articles of Incorporation do **not** count towards the 50-page attachment limit.

The Prospectus should adhere to the following format:

- prepared on white, 8.5” x 11” paper
- one-inch margins on all sides
- no font smaller than 11-point
- paragraph formatting may not be more compact than standard single space
- spiral bound (no binders, paper clips, or folders, please)

The Prospectus must be received by the Office of the Mayor no later than **5 p.m., on the date established by the Mayor’s Office** after the applicant submits the Letter of Intent Form. The Mayor’s Office will work with the applicant to determine the date on which the Full Application must be received. Due to limited time, the Mayor's Office retains the discretion to limit the number of applications that will be sent through the Full Application approval process.

A checklist for the Prospectus submission can be found in Appendix 3. Please be aware that it is the applicant’s responsibility to ensure all application materials, including the Prospectus, reach the Office of the Mayor by the established deadline. **Failure to submit a timely and complete Prospectus may serve as grounds to reject an application.**

Please mail or hand-deliver:

- 20 spiral bound copies (with social security numbers deleted from background authorization forms)
- one **clearly marked** unbound original copy (with social security numbers on background authorization forms) and
- the document on computer disk (only attachments easily transferable to disk need to be included) in one packet to:

Office of the Mayor

City of St. Louis

City Hall, Room 200

St. Louis, MO 63103

Attention: St. Louis Charter Schools Development – Robbyn Wahby

Tel: (314) 622-3746

E-mail: charterschools@stlouiscity.com

Prospectus Narrative Outline

I. Our Vision

A. Mission

Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree. Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision. Your mission statement should be written for a general audience. Avoid jargon and technical terminology—parents and members of the community who wish to know more about the school should be able to read the mission statement and get a clear sense of your school and its vision. A mission statement that focuses on core elements and sets priorities will remind readers that you are responsible for following through on a very specific set of promises and that some aspects of school performance are more important than others.

Sample Mission Statement: *“The mission of Academie Lafayette, Kansas City’s Language Charter School for students kindergarten to eighth grade, is to produce a child speaking French with native-like proficiency who is permanently fluent in French and English and ready for the best college preparatory high school curriculum available.”*

Criteria:

Reviewers will look for a clear and compelling mission statement focused on improving educational outcomes that is:

- *meaningful;*
- *manageable; and*
- *measurable.*

B. Vision

Looking into the future 10 years, describe in 100 words or less, what your school looks like, what you are doing, and what you have accomplished in the past 10 years.

Criteria:

Reviewers will look for a realistic and ambitious vision statement that is:

- *spirited, optimistic and motivating; and*
- *matches the mission and goals of the school.*

C. Need

Explain the need for this particular school in the community it will serve and the target student population. Strong answers to this question will address why your school is needed beyond simply an analysis of school district statistics and a general discussion of

school choice. Missouri laws request sponsors to give priority to charter school applications that serve high-risk students (high-risk is defined in RSMO 160.405.2(4).)

If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a charter school and how the conversion will address the needs of the community. In addition, **you must** provide evidence of your current school's successes (academic, organizational, test scores, etc.).

Criteria:

Reviewers will look for:

- *a compelling description of whom the charter school intends to reach and the target student population's unique need; and*
- *a specific rationale for how this school will enhance or expand the educational options currently available to the target student population.*

D. Goals

Summarize your most important goal and associated measures in relation to educational performance and organizational viability.

In creating your academic performance goals, consider multiple measures. For example, you may establish goals relative to your absolute scores in year one versus year five. You might also develop goals as to your students' gains from year to year or in relation to their district peers. While the reviewers recognize that these goals are difficult to establish in the abstract, it is instructive to gain an understanding of the school's expectations. Charter recipients will also have an opportunity to amend these goals after the school's first year of operation based on the provisions in the final charter.

Criteria:

Reviewers will look for:

- *a genuine commitment to accountability for results and evidence of the competence to achieve those results;*
- *goals that are clear, measurable, and data-driven; and*
- *goals that are consistent with the school's mission and program.*

II. Who We Are

A. Founding Group

Attach leadership information (resumes, background waivers, and memoranda) for the proposed governing board members (if known), the school's leader(s) and business manager (if selected). **Information on a leader will not be considered unless it is complete (resume, background waiver, and memorandum). (See Instructions for Leadership - Appendix 2)** (The leadership information attachments will not count

toward the 50-page limit for attachments.) Social security numbers on signed background check authorization forms must **only** be included in the unbound original copy of your Prospectus. Please delete social security numbers from background check authorization forms on all spiral-bound copies of the Prospectus.

Criteria:

Reviewers will look for a founding group that:

- *demonstrates the capacity to found and sustain an excellent school;*
- *can manage public funds effectively and responsibly;*
- *includes members who possess skills and experience in areas such as education, management, finance and law;*
- *has broad, diverse representation from the community; and*
- *has tangible ties to the local community.*

III. Educational Services Provided

A. Educational Philosophy

Describe the educational foundation of the proposed school. Include in this description a discussion of the instructional methods to be used. Explain the research that demonstrates that this approach will work with your anticipated student population.

Criteria:

Reviewers will look for an educational philosophy that:

- *aligns with the school's mission and responds to the needs of the student population;*
- *demonstrates the educational program can meet the diverse needs of individual students;*
- *shows evidence that this approach will lead to improved student performance; and*
- *is founded on an understanding of effective, research-based educational practices, teaching methods, core academic subjects, and curricular sources.*

B. Curriculum

Provide a general description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school. Explain how the curriculum is aligned with Missouri standards. Please provide a brief example of how the work of a student in a particular subject area would be aligned with a specific state standard (please limit your response to 100 words). Explain how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

Criteria:

If selected, reviewers will look for a curriculum plan that:

- *contains a clear description of the curriculum framework and the research, applicant experience and/or sound reasoning supporting the selection;*
- *is engaging and consistent with the mission of the school and is aligned with the Missouri standards;*
- *demonstrates the capacity to lead to the accomplishment of the school's goals; and*
- *includes a plan for evaluating the effectiveness of implementation.*

If not yet developed, reviewers will look for a:

- *a thorough, persuasive plan for development including the research base and foundation materials;*
- *identification of individuals responsible for development and evidence that they are well-qualified and have demonstrated experience with curriculum development; and*
- *a realistic, time-specific development schedule.*

C. Assessment

Describe how student progress will be determined, measured and reported through a detailed outline of the school's approach to accountability. As a starting point, charter schools in Missouri are subject to mandatory assessment requirements applicable to all Missouri public schools. Please indicate whether the school will administer the state-mandated standardized exams, and if additional or multiple assessment tools will be used to determine and report student progress. The outline of the accountability approach should describe other internal and external measures that will be used to establish and monitor student academic and non-academic progress beyond the basic Missouri testing requirements. Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used. Further explain how this information will be used to make strategic decisions intended to improve student outcomes.

Criteria:

Reviewers will look for an assessment approach that:

- *meets the requirements of the assessment system prescribed for charter schools in RSMo 160.405.5(6) and for all Missouri public schools under RSMo 160.514 and relevant policies of the State Board of Education;*
- *features multiple measures of student outcomes, reported in terms of absolute scores, within-year student gains/losses, and year-to-year student gains/losses;*
- *shares student performance information, including standardized test results with students and parents on a regular basis; and*
- *furtheres the school's mission and educational program.*

D. Special Student Populations

Describe the school’s approach to educating children with limited English proficiency and children with special needs, including those with exceptionally high needs. Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress. Explain who will carry out these responsibilities— the school’s staff or outside providers. Describe how the school’s educational program will serve students with limited English proficiency.

Criteria:

Reviewers will look for:

- *commitment to serving the needs of special populations of students;*
- *a plan that reflects an understanding of the services and costs associated with providing high quality support for all students; and*
- *knowledge of the school’s obligations under state and federal law regarding special education and students with limited English proficiency.*

IV. Organizational Viability and Effectiveness

A. Enrollment/Demand

Indicate the number of students that will be enrolled each year, explain in detail your rationale for selecting this particular school size, and provide **demonstrable** evidence of parental demand for the proposed enrollment figures. Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students as you seek to attract students to your school, including to families traditionally less informed about options.

A charter school may not exclude applicants based on race, religion, gender, ethnicity, national origin, intelligence level, or exceptionality.

Criteria:

Reviewers will look for:

- *demonstration of significant demand among parents for this school;*
- *an ongoing plan for broad outreach, including outreach to families traditionally less informed about options;*
- *a description of the jurisdiction in which the student shall reside in to attend the school; and*
- *a description of the enrollment timeline and policy.*

B. Governance and Management

Describe the organizational structure of the founding group and the school governance plan. Missouri law requires charter schools to be a Missouri nonprofit corporation in accordance with charter 355, RSMo. Include copies of the organizational documents (articles of incorporation, by-laws and evidence that the applicant has been determined by

the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for such status).

Describe the process by which the governing board will develop policies and make decisions. Briefly detail your recruitment, selection, and development plans for board members. Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s). Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Describe if necessary, the way in which the startup board will transition into a permanent, operating board once the school opens.

Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel. Indicate the charter schools interest in declaring itself a local education agency (LEA).

If you intend to enter into a contract with an education management organization (EMO), attach a draft of the proposed contract. (This attachment will NOT count against your 50-page limit on attachments.) **Offer an explanation of why the EMO was chosen**, provide background information about the EMO including its track record, and describe the governing board's plans to oversee the EMO. Include a brief summary of the EMO's history, educational philosophy, and past results. Please be aware that your contract with an EMO will be null and void until approved by the sponsor. Once approved, your contract will be made available to the public on your website.

If you are filing the application in conjunction with a college, university, museum, educational institution, *another* not-for-profit entity, or any other partner, please provide the information below for each such entity:

- Name of the organization;
- A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;
- The name of a contact person for the partner organization;
- The address, phone number, facsimile number, and e-mail address of such contact person for the partner organization; and
- A description of the nature and purpose of the school's partnership with the organization.

Criteria:

Reviewers will look for an effective governance structure and related principles that:

- *are capable of providing a strong vision and continuity of leadership;*
- *clearly delineate the roles and responsibilities of the board and the staff (and any educational management organization);*
- *establish viable processes for policymaking and ongoing board development; and*
- *identify the criteria for the selection of a high-quality leader.*

If the school is to be managed by an education management organization, the reviewers will look for a clearly defined performance-based relationship between the organization and the proposed school's board.

C. Budget and Financial Matters

Provide the school's estimated costs and revenues from the school's pre-operational startup phase through the **third** year of operation, including assumptions behind revenue and expenditure projections. In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1 – June 30 fiscal year.) Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil. In the budget, you should only include those grants or in-kind donations which have already been firmly committed. If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, **do not** include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known). Include provisions for annual audits.

Criteria:

Reviewers will look for:

- *a budget plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly; and*
- *realistic estimates of the revenues and costs (including the costs of special education and transportation) in light of the school's planned programs and approaches.*

D. Transportation

Provide a description of the transportation arrangements made for your students, including arrangements made for students who would not have their own means of transportation. Missouri law does not mandate charter schools to provide transportation.

Criterion:

If a school wishes to provide transportation, reviewers will look for a transportation plan that ensures that the school will be open, accessible and affordable.

Instructions for the Full Application

Upon recommendation by the St. Louis Charter School Advisory Board, all invited applicants are required to complete and send a Full Application (as a hard copy and on a computer disk) detailing the proposed charter school's educational framework and business plan. Below is a brief outline of the Full Application contents, as well as directions for meeting the format requirements and deadlines. The next section provides several guiding questions for the narrative.

Full Application Contents:

The Full Application must contain the following information:

- Cover page with the name and location of proposed school
- Charter School Information Form (Appendix 1-2)
- Three-page executive summary, describing mission, purposes, educational foundation and business plan (as submitted previously in the Prospectus)
- Table of Contents, listing page numbers for each section of the narrative and attachments
- A narrative, *not to exceed 50 pages*, that follows the attached Full Application Narrative Outline. **The narrative must follow the Full Application Narrative Outline. Failure to do so may serve as grounds to reject an application.**
- Leadership information for the applicant's authorized representative (as stated in the Letter of Intent), school leader(s), and governing board members in entirety – **all leadership information submitted prior to the Full Application should be re-submitted.** (See Appendix 2)
- Attachments, *not to exceed 50 pages*
- Assurances Form (see Appendix 1-4). **The Assurance Form must be notarized.**
- Five-Year Budget (see Appendix 1-5)
- Cash flow analysis for first fiscal year of operation.

The proposal also must include the information set forth on the Technical Requirements Checklist (see Appendix 5). Irregularities in a proposal may be waived so long as the proposal is determined to be in the best interest of the City of St. Louis and in compliance with the requirements of Missouri law.

The St. Louis Charter School Advisory Board and the Mayor reserve the right to reject any or all proposals.

Applicants must notify (as soon as possible) the St. Louis Charter Schools Development staff of any significant modifications to the content of the application materials submitted.

Full Application Format:

The Full Application should adhere to the following format:

- prepared on white, 8.5" x 11" paper
- one-inch margins on all sides

- no font smaller than 11-point
- paragraph formatting may not be more compact than standard single space
- spiral bound (no binders, paper clips, or folders, please)

Submit the Charter School Information Form and Assurances Form along with the Full Application.

The narrative of the Full Application should be limited to a discussion of the topics included in the Full Application Narrative Outline. Additional information that supports the narrative may be included as attachments. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the application, or lend insight into the applicant and its governing board members or management personnel. Examples of attachments in the Full Application include curriculum samples, academic standards, letters of support, financial statements, cited research, media coverage, etc. All attachments should be numbered and clearly referred to in the narrative.

The Leadership Information Form, Executive Summary, Assurances Form, Evidence of Insurance Coverage, By-Laws, Articles of Incorporation, the Five-Year Budget, and year one cash flow analysis do *not* count towards the 50-page attachment limit.

A Full Application Submission Checklist is available in Appendix 6.

Full Application Deadline:

The Full Application must be received by the Office of the Mayor **no later than 5 p.m. on the date established by the Mayor's Office** after an applicant is invited to submit a Full Application. Please mail or hand-deliver 20 spiral bound copies (with social security numbers deleted from background authorization forms), 1 *clearly marked* unbound original copy (with social security numbers on background authorization forms) and the document on computer disk (only attachments easily transferable to disk need to be included) to:

Office of the Mayor

City of St. Louis

City Hall, Room 200

St. Louis, MO 63103

Attention: St. Louis Charter Schools Development – Robbyn Wahby

Tel: (314) 622-3746

E-mail: charterschools@stlouiscity.com

Please be aware that it is the applicant's responsibility to ensure all application materials, including the Full Application, reach the Office of the Mayor by the deadline to be determined. Failure to submit a timely or complete Full Application may serve as grounds to reject an application.

Full Application Narrative Outline

I. Our Vision

A. Mission

Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree. Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision. Your mission statement should be written for a general audience. Avoid jargon and technical terminology—parents and members of the community who wish to know more about the school should be able to read the mission statement and get a clear sense of your school and its vision. A mission statement that focuses on core elements and sets priorities will remind readers that you are responsible for following through on a very specific set of promises and that some aspects of school performance are more important than others.

Criteria:

Reviewers will look for a clear and compelling mission statement focused on improving educational outcomes that is:

- *meaningful;*
- *manageable; and*
- *measurable.*

B. Vision

Looking into the future 10 years, describe in 100 words or less, what your school looks like, what you are doing, and what you have accomplished in the past 10 years.

Criteria:

Reviewers will look for a realistic and ambitious vision statement that is:

- *spirited, optimistic and motivating; and*
- *matches the mission and goals of the school.*

C. Need

Missouri law request sponsors to give priority to charter school applications that service high-risk students (high-risk is defined in RSMo 160.405.2(4).) Explain the need for this particular school in the community it will serve and the target student population. Strong answers to this question will address why your school is needed beyond simply an analysis of school district statistics and a general discussion of school choice.

If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a charter school and how the conversion will

address the needs of the community. In addition, **you must** provide evidence of your current school's successes (e.g., academic, organizational, test scores, etc.).

Criteria:

Reviewers will look for:

- *a compelling description of whom the charter school intends to reach and the target student population's unique need;*
- *a clear demonstration, including use of community data, that this school will meet the specific needs of the proposed locale; and*
- *a specific rationale for how this school will enhance or expand the educational options currently available to the target student population.*

D. Goals

Central to the accountability system is the **Performance Framework**, which defines the core areas for which schools are accountable. This framework will measure school performance by indicators common for all schools championed by the Mayor's Office for sponsorship. In addition, the Performance Framework leaves a placeholder for measuring the attainment of educational and organizational goals unique to each school. The Mayor's Office expects charter school accountability to be based not just on state and national accountability measures and those established by the sponsor, but also on unique goals developed by each school that are tied to its mission. These unique goals will help to **define, amplify and gauge fulfillment of each charter school's mission** to parents, students, teachers, the Mayor's Office, the sponsor and the general public. These goals and their accompanying measures will distinguish each charter school and help to determine its effectiveness.

Using the format described in the **Instructions for Developing School Specific Goals**, (see Appendix 4) summarize at least two important school-specific goals and associated measures in relation to each of the following two categories:

- Educational performance; and
- Organizational viability.

Instructions for Developing School Specific Goals contains the information you will need to complete this section, including a summary sheet for recording all school-specific goals and assessments, instructions for completing the template for each goal, a copy of the template itself, and an example of a completed template for a single performance indicator. There are references in the **Resources** (see Appendix 7) section that will provide examples of such school level goals. Charter recipients will also have an opportunity to add to or amend these goals in the future via the actual contract with the sponsor and the school's accountability plan.

*Criteria:**Reviewers will look for:*

- *a genuine commitment to accountability for results and evidence of the competence to achieve those results;*
- *goals that are clear, measurable, and data-driven; and*
- *goals that are consistent with the school's mission and program.*

II. Who We Are**A. Description of Founding Group**

Explain your collective qualifications for founding a high-quality charter school in St. Louis and taking stewardship of public funds. Include in your description evidence of the founding group's ties to and knowledge of the local community. Summarize each person's experience, qualifications, and relevant affiliations, and explain why he or she was chosen to participate in the founding group. Explain what role each individual will play. Describe any plans for further recruitment of governing board members, school leader(s), or a business manager. Attach leadership information, as outlined in Appendix 2 for all individuals, including those previously submitted. **Information on a leader will not be considered unless complete leadership information is provided.** (The leadership information attachments will not count toward the 50-page limit for attachments.)

*NOTE: Social security numbers on signed background check authorization forms must **only** be included in the unbound original copy of your Full Application. Please delete social security numbers from background check authorization forms on all spiral-bound copies of the Full Application.*

*Criteria:**Reviewers will look for a founding group that:*

- *demonstrates the capacity to found and sustain an excellent school;*
- *can manage public funds effectively and responsibly;*
- *includes members who possess skills and experience in areas such as education, management, finance, and law;*
- *has a plan for meaningful involvement or input of parents and community members in the governance of the school; and*
- *has broad, diverse representation from the community, tangible ties to the local community, and clear, sensible delineation of roles and responsibilities of parent councils, advisory committees or other supporting groups.*

B. Community Partnerships

Provide a list of organizations that may partner with your school and the potential nature of those partnerships, and include letters of support, if any. Describe the steps you have already taken to develop partnerships and your plans to further develop additional community partnerships.

*Criteria:**Reviewers will look for a founding group that:*

- *has the capacity to access community resources;*
- *existing or proposed community partnerships support the school's mission and educational programs, and advances the development of the schools culture and climate; and*
- *can garner support from other groups, businesses, and individuals in the community.*

C. Four-Year College and/or University Affiliation

Provide a list of colleges and/or universities that may affiliate with your school and the potential nature of those affiliations, and include letters of support, if any. Describe the steps you have already taken to develop affiliations and your plans for further development.

*Criteria:**Reviewers will look for a founding group that:*

- *has the capacity to access higher education resources.*

III. Educational Services Provided**A. Educational Philosophy**

Describe the educational foundation of the proposed school. Include in this description a thorough discussion of the instructional methods to be used. Explain the research that demonstrates that this approach will work with your anticipated student population. Describe the culture or ethos that will be developed in the school.

*Criteria:**Reviewers will look for a school culture and climate that:*

- *aligns with the school's mission and responds to the needs of the student population;*
- *demonstrates the educational program can meet the diverse needs of individual students;*
- *shows evidence that this approach will lead to improved student performance; and*
- *is founded on an understanding of effective, research-based educational practices, teaching methods, core academic subjects and curricular sources.*

B. Academic Standards

Applicants must build their curriculum to the Missouri standards and may adopt additional standards that meet or exceed the Missouri standards. Provide examples of “exit standards” for three areas: mathematics, communication arts and one other subject area of your choice. (Exit standards should give reviewers a clear sense of what students in the last grade you anticipate serving will know and be able to do.)

Describe the school's policies and standards for promoting students to the next grade, achievement level, or grouping level. If applicable, explain the standards a student must meet in order to be eligible for graduation from the school. In addition, if adopting independent standards or developing additional academic standards, please describe the adoption or development process that took place or will take place. Also, choose a grade and subject area to demonstrate how any additional standards meet or exceed Missouri's standards.

Criteria:

Reviewers will look for academic standards that:

- *are specific, measurable, and ambitious but attainable and aligned to the school's mission;*
- *align with the school's educational approach and the Missouri standards; and*
- *clear, rigorous promotion and/or graduation standards.*

C. Curriculum

Provide a general description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in each subject areas at each grade level in your school. List specific, measurable objectives for each course for at least one grade level or grade group. Describe how your school will evaluate and revise curriculum.

Provide two sample lessons (from two different grade levels) that demonstrate how the school's educational philosophy and mission play out in the classroom. In your sample lessons, indicate how the curriculum is aligned with Missouri standards and/or the school's additional standards, as well as how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

Criteria:

Reviewers will look for a curriculum plan that:

- *is clear, engaging and consistent with the mission of the school;*
- *is supported by research, applicant experience and/or sound reasoning;*
- *demonstrates the capacity to lead to the accomplishment of the school's goals;*
- *anticipates the professional development needs around effective implementation;*

- *explanation of alignment with daily class schedules and the annual calendar;*
- *offers learning objectives, content, and skills appropriate for the anticipated student populations, that are in line with Show-Me Standards and Grade Level Expectations (GLE's);*
- *strategies for responding when student performance falls short of goals; and*
- *includes a plan for evaluating the effectiveness of implementation.*

Career Education (If applying for Perkins)

An application for a career education high school must include, in addition to the information above, a rationale for the program or course, data that demonstrates business and community need, and student demand. Include measurable program goals, major units of instruction, course sequence (for each grade level) and contact hours. Describe how instruction will be delivered.

Describe the advisory committee, student organizations and if included, post-secondary partners. Describe how these groups, and others, will support the curriculum, instruction and student outcomes (including assessments.)

Describe how students will transition into work, training or college. Summarize possible post-secondary articulation agreements.

Additional Criteria:

Reviewers will look for a career education curriculum plan that:

- *is engaging, challenging and consistent with the academic mission of the school;*
- *demonstrates community need and student demand;*
- *offers learning objectives, content, credits and skills appropriate for the anticipated student populations, that are in line with Show-Me Standards, Grade Level Expectations (GLE's and Carl D. Perkins Vocational and Technical Education Act);*
- *contains appropriate assessment or a plan to create one within six months; and*
- *will lead to work, further education or training.*

D. Assessment

Describe how student progress will be determined, measured and reported through a detailed outline of the school's approach to accountability. As a starting point, charter schools in Missouri are subject to mandatory assessment and testing requirements applicable to all Missouri public schools. Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress.

In addition, the outline of the accountability approach should describe other internal and external measures that will be used to establish and monitor student academic and non-academic progress beyond the basic Missouri testing requirements. Explain why particular measures have been chosen, how baseline achievement data will be collected,

in which subject or development areas such data will be collected, and which assessment tools will be used.

The outline of the accountability approach should detail reporting mechanisms for assessment information and indicate which audiences will receive this information, as well as the frequency of reporting. The outline of the accountability approach should also describe how assessment information will be used to continuously improve instruction, student learning and individual development and how the school will engage students who are working at levels that are either (a) above or (b) below the school's performance standard.

Criteria:

Reviewers will look for an assessment approach that:

- *meets the requirements of the assessment system prescribed for all Missouri public schools and relevant policies of the State Board of Education;*
- *features multiple measures of student outcomes, reported in terms of absolute scores, within-year student gains/losses, and year-to-year student gains/losses;*
- *shares student performance information, including standardized test results with students and parents on a regular basis;*
- *furtheres the school's mission and educational program;*
- *will facilitate decision-making about adjustments to be made in the educational program;*
- *provides a thorough, clear, measurable, externally credible and conceptually sound design for measuring and reporting the performance and progress of the charter school and the academic, social and individual development of its students; and*
- *demonstrates how performance data will be used to continuously improve educational services.*

E. Support for Learning

Describe the type of school culture the school aims to develop. Explain the strategies the school will employ to develop a positive culture that is supportive of students, faculty and families. Describe the school's philosophy regarding student behavior and discipline for the general student population and special needs students. Summarize the school's discipline policy or code of conduct (the full policy, if developed, can be included in the attachments). Detail how the school plans to build and maintain family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations. Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results. Provide concrete examples of how community partners will play an integral part in the life of the school.

Criteria:

Reviewers will look for policies, practices, schedules and programs that:

- build a positive and supportive school culture;*
- encourage a safe and orderly environment for learning;*
- assure the rights of special education students;*
- communicates effectively with parents;*
- illustrates how the school will effectively engage students, parents, teachers, and community in the school that contributes to student learning;*
- includes a sound outreach plan to inform parents and members of the community about the existence and operations of the school; and*
- are conducive to producing a culture of excellence.*

F. Special Student Populations

Describe the school's approach to educating children with limited English proficiency and children with special needs, including those with exceptionally high needs. Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress. Explain who will carry out these responsibilities — the school's staff or outside providers. If the school anticipates joining an existing cooperative, or partnering with some other entity, to provide special education services, describe what action, if any, you have taken toward that end. Pursuant to federal and state special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students. Explain how the school's educational program will serve students with limited English proficiency.

Criteria:

Reviewers will look for:

- commitment to serving the needs of special populations of students;*
- evidence of high expectations for students with special needs and limited English proficiency;*
- demonstrated understanding of the likely special needs and limited English proficiency population;*
- an approach to educating Gifted and Talented students, including evidence of high expectations and strategies for acceleration and challenging students who exceed standards;*
- a plan, including lead contact that reflects an understanding of the services and costs associated with providing high quality support for all students;*
- alignment of special education plan with the core educational program;*
- knowledge of the school's obligations under state and federal law regarding special education and students with limited English proficiency.*

G. School Characteristics

Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Please be as specific as

possible and included the proposed calendar. Then, for illustrative purposes, summarize a day in the life of a typical student at your proposed school.

Criteria:

Reviewers will look for a description of school characteristics that:

- *are consistent with the proposed school's mission and educational program;*
- *illustrate a thoughtful and academically rich use of time; and*
- *comply with state requirements.*

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

Indicate how many students will be enrolled each year over the years of the proposed initial charter term. Explain *in detail* your rationale for selecting this particular school size. Provide **demonstrable** evidence of parental demand for the proposed school.

Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students as you seek to attract students to your school, including to families traditionally less informed about options. Explain exactly what the school's enrollment process will be, including how the school will allocate seats if demand exceeds capacity. Include enrollment policies adopted by the governing board. Address the school's policy toward county student's eligible to attend city schools under the desegregation settlement agreement.

Criteria:

Reviewers will look for:

- *a demonstration of significant demand among parents for the proposed school;*
- *a ongoing plan for broad outreach and recruitment, including to families traditionally less informed about options;*
- *a description of the jurisdiction in which the student shall reside in to attend the school;*
- *formal enrollment policies, addressing eligibility of county students and the enrollment timeline, that comply with the Missouri charter law;*
- *student admissions plans that ensure adequate enrollment and full accessibility of the school to all of the city's students; and*
- *a description of lottery or other random selection processes in case the school is oversubscribed.*

B. Human Resources

Employment

Indicate the number of teachers and other school staff to be hired. If necessary, describe the job position. Indicate the compensation structure for teachers and staff and list the

benefits that will be provided to them (including health insurance, retirement benefits, and liability insurance). Please be as specific as possible.

Summarize a day in the life of a typical teacher at your proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school).

Describe the qualifications and attributes of an ideal teacher for the proposed school and how these will support the mission and effective student learning. Provide a plan for ensuring that recruitment and selection procedures will reinforce these desired qualities in the school's faculty. Describe the school's plan for staffing special education, including the necessary qualifications of special education staff.

Describe non-teaching staff, the qualifications and attributes of these non-teaching positions, and how these will support the school's mission.

Professional Development

Provide a plan for ensuring that recruitment and selection procedures of all staff will reinforce these desired qualities. Also describe plans for developing and implementing an effective professional development program for teaching and non-teaching staff. Detail how the staff evaluation system will support the school's mission and educational philosophy.

Criteria:

Reviewers will look for:

- *an organizational structure and division of staff responsibilities that lay the groundwork for successful operation of the school;*
- *working conditions and compensation packages that will attract and retain high quality staff;*
- *proposed personnel policies or the plan for their development and evidence that staff will be held to high professional standards;*
- *plans for the recruitment and development of staff that is manageable and consistent with the school's mission and educational program, and meets NCLB "highly qualified" status and Missouri charter law;*
- *clearly articulated professional development plans that address the schools mission and goals, and evidence that proposed faculty has experience implementing analogous development strategies;*
- *identification of the instructional leader's primary roles and responsibilities;*
- *a clear understanding of staffing needs and requirements for special education; and*
- *an assurance that all staff will have criminal background and other required background checks.*

C. Governance and Management

In accordance to RSMo 105.450, members of the governing board are considered decision making public servants. Describe the organizational structure of the school and the school governance plan. Applicants must include copies of organizational documents (articles of incorporation, by-laws, and evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that applicant has applied for such status) and an organizational chart that reflects the narrative and clarifies the reporting structure for the board, administration and staff. (If organizational documents have not been finalized, please provide drafts. Final organizational documents may be required prior to granting support and are required prior to sponsorship.)

Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel.

Describe the process by which the governing board will develop policies and make decisions. Briefly detail your recruitment, selection, and development plans for board members. Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s). Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Describe, if necessary, the way in which the start up board will transition into a permanent, operating board once the school opens.

Provide the criteria the board will use to choose the school's leader. Describe how the school leader will be evaluated.

If you intend to enter into a contract with an education management organization (EMO), attach a draft of the proposed contract (this attachment will NOT count against your 50-page limit on attachments). **Offer an explanation of why the EMO was chosen**, provide background information about the EMO including its track record, explain the EMO's role in the organizational structure of the school, and **describe the governing board's plans to oversee the EMO**. Include a brief summary of the organization's history, educational philosophy, and past results. Please be aware that your contract with an EMO will be null and void until approved by the sponsor. **Once approved, your contract will be made available to the public on the Mayor's website.**

If you are filing the application in conjunction with a college, university, museum, educational institution, *another* not-for-profit entity, or any other partner, please provide the information below for each such entity:

- Name of the organization.
- A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking.
- The name of a contact person for the partner organization.

- The address, phone number, facsimile number, and e-mail address of such contact person for the partner organization.
- A description of the nature and purpose of the school's partnership with the organization.

Criteria:

Reviewers will look for an effective governance structure and related principles that:

- *are capable of providing a strong vision and continuity of leadership;*
- *clearly delineate the roles and responsibilities of the board and the staff (and any educational management organization);*
- *clearly understand their role as decision making public servants;*
- *address and negate potential conflicts of interest;*
- *include parent and community involvement;*
- *establish viable processes for policymaking and ongoing board development; and*
- *identify the criteria for the selection of a high-quality leader.*
- *has the proper legal structure and fulfills the minimum qualifications required by law;*
- *adequate bylaws, policies and procedures for governing body operations, including complying with the 105.450 RSMo;*
- *policy for complying with an adopted code of ethics; and*
- *demonstrates understanding and assurance of compliance with open meeting requirements.*

If the school is to be managed by an education management organization, the reviewers will look for a clearly defined performance-based relationship between the organization and the proposed school's board.

D. Financial Management

Explain who will manage the school's finances. Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations. Describe how the school will develop its annual budget. Describe any planned fundraising efforts and who will lead these efforts. Describe debt repayment plans, if applicable. Describe how financial reports are to be published and distributed.

Criteria:

Reviewers will look for:

- *a proposed fiscal management plan that provides adequate financial controls (including annual audits by a CPA and LEA audit requirements) and follows generally accepted government accounting principles and Missouri Financial Accounting Manual;*
- *identified processes for enrollment eligibility, tracking student attendance hours, eligibility for free and reduced priced lunch; special education and limited English proficient eligibility;*
- *identify payroll, accounting and associated back office support systems;*

- *policy for adequate reserve and contingency plans, targeted for the minimum enrollment needed for solvency; and*
- *a budgeting process that enables the school to prioritize spending that is aligned with and supports effective implementation of the school's educational program and provide sufficient operations services.*

E. Budget

Indicate the school's estimated costs and revenues from the school's pre-operational startup phase through its fifth year of operation. (See Appendix 1-5 for a sample five-year budget template.)

Include any contributions of funds or in-kind donations of goods or services expected to be received by the charter school that will assist in evaluating the financial viability of the school. In the budget, you should only include those grants or in-kind donations which have already been firmly committed.

If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget. For these items, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

It is critical that you define and give support for assumptions behind revenue and expenditure projections. Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties, especially in Year 1. Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible. Outline the dissolution of assets, if required.

Provide a cash flow analysis for the first fiscal year of operation. (**Note that all budget analyses should assume a July 1 – June 30 fiscal year.**) Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil.

Criteria:

Reviewers will look for a budget plan that:

- *makes the most of limited funds;*
- *ensures that public funds will be used effectively and responsibly;*
- *details conservative revenue(including fundraising) and expenditure projections;*
- *reflects the school's purpose and philosophy; and*
- *provides realistic estimates of the revenues and costs of the charter school (including the costs of special education and transportation, if applicable) in light of the school's planned programs and approaches.*

F. Facility**Identified**

If you have already identified a charter school facility, indicate the location (including street address.) Describe the facility, including whether it is new construction or part of an existing public or private school building. Provide a detailed breakdown of any anticipated construction or renovation costs (these should be discussed in the text and reflected your budget).

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided. Include name of bank or lender, rate, term, and status (loan approved, in negotiations, assumed).

If possible, provide a layout and description of the proposed charter school facility. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students who are physically challenged.

Not Identified

If a facility has not been selected, indicate any existing possibilities and the process that will be used to find a suitable facility. Please identify with as much specificity as possible the school's anticipated facilities needs and how the school plans to meet those needs. Outline the expectations of the physical plant and anticipated costs.

Criteria:

Reviewers will look for:

- *the identification of a viable facility, or if not available at the time of application, a clear sense of facility needs and options, a schedule for finding a facility, including the person responsible for implementation;*
- *a backup facilities plan;*
- *sound financing options and facilities budget.*

G. Transportation

Missouri charter schools are not required to provide transportation. If you schools will not provide transportation services, explain how your school will meet its mission and target population.

If the school elects to provide transportation, include a detailed description of the transportation arrangements made for charter school students. While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student enrollment, please be as specific as possible.

*Criterion:**Reviewers will look for:*

- *a detailed, thorough and realistic transportation plan, and evidence the school understands its legal obligations; or*
- *an explanation as to why transportation will not be provided, that ensures the school will meet its mission and targeted student population.*

H. Risk Management

Provide a description of the risk management philosophy and approach to minimizing liability of the charter school, its governing board members and employees. In addition, charter schools must obtain liability insurance coverage. The applicant should provide evidence from an insurer of its ability to obtain liability insurance coverage. An applicant may provide a written justification if it is unable to obtain, or believes it unnecessary to obtain, insurance coverage in the following areas:

- **Commercial General Liability: (SUCH AS COMPREHENSIVE GENERAL LIABILITY INSURANCE MUST EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.)**
- **Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability**
- **Sexual Abuse Liability (SEXUAL ABUSE LIABILITY MUST BE A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.)**
- **Automobile Liability**
- **Umbrella (Excess Liability) (SUCH AS COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.)**
- **Workers Compensation Liability: As required by Missouri law**

Provide an estimate from an insurance agent/broker for the insurance coverage (with a minimum A- BEST rating) identified above (or such other coverage amounts as the charter school would be able to obtain).

In addition, Missouri State law requires that schools provide and maintain a surety bond for the chief financial officer, at the amount required by the sponsor. Provide an estimate for this coverage.

Criterion:

Reviewers will look for adequate evidence of insurance and a risk management philosophy and approach that will protect the short-term and long-term viability of the charter school.

I. Timeline

Provide a clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school. In addition to the timeline, provide a detailed startup plan that includes staffing as well as the resources you will use to support the startup activities.

Criteria:

Reviewers will look for:

- *a realistic and comprehensive plan that provides the basis for a successful opening of the school;*
- *a designated point person and deadline for each task; and*
- *the degree to which the plan is specific and consistent with the application's objectives.*

VI. Summary of Strengths

In no more than 300 words, summarize why this application will create an excellent charter school that effectively meets the educational needs of students in the community.

Criteria:

Reviewers will look for:

- *a convincing argument based on a complement of organizational, individual, and financial strengths; and*
- *a summary that demonstrates the capacity to create an excellent charter school in St. Louis that not only meets the intent of the charter schools law, but meets the needs of public school students and their families.*

Appendix 1: FORMS

*All applicants seeking support from the Mayor are required to complete and submit the Letter of Intent Form.
All Letter of Intent Forms submissions should be limited to this one-page form.*

Appendix 1-1: Letter of Intent Form

Dear Mayor Slay,

The undersigned individual/organization is considering submission of an application to establish a charter school in the City of St. Louis. We wish to participate in all forums and receive all information provided to potential applicants by the Mayor's Office.

Legal name of non-profit organization applying:

Name of proposed school:

Applicant's authorized representative:

Full mailing address:

City:

State:

Zip:

Daytime telephone number:

Fax number:

E-mail address:

Address of school:

Anticipated dates to open:

Will you seek LEA status? Yes No

Length of proposed charter:

Grade levels to be served in year 1:

Grade levels to be served at full-capacity:

Anticipated enrollment in year 1:

Anticipated enrollment at full capacity:

Target student population (if any) (ex: at-risk youth):

Are you planning to work with an educational management organization (EMO)? Yes No

If so, please indicate name of EMO:

Briefly describe the theme or emphasis of school (ex: Arts-, Math-, or Science-focused school or use a particular school design.):

In one or two sentences, provide a clear statement that defines the purpose (mission) and nature of your school.

Are you a new design applicant or existing design applicant*?

If you are replicating an existing design, please indicate locations of other schools:

Signature of Applicant's Authorized Representative

Date

**For more information concerning existing design application qualification, see page 13-15 of the Prospectus.*

**Letter of Intent Form can be faxed or mail to: Office of the Mayor, City of St. Louis,
City Hall, Room 200, St. Louis, MO 63103; Fax: (314) 622-4061**

Appendix 1-2: Charter Applicant Information Form

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School: _____

Proposed School Address (if known): _____

Legal Name of Group (501(c)3) Applying for the Charter: _____

Applicant's Authorized Representative: _____

Address: _____

City: _____

State: _____

Zip: _____

Daytime Telephone: _____

Fax: _____

E-mail address: _____

Length of term of the proposed charter (min 5 years) _____ to open in the fall of school year: 2008-09 2009-10 other (please specify when)

Proposed Grade Levels & Total Student Enrollment

Grade Levels	Total Student Enrollment
First Year	
Second Year	
Third Year	
Fourth Year	
Fifth Year	
Maximum	

Are you planning to work with an educational management organization (EMO)? Yes No
If so, please indicate the name of EMO: _____

Have you submitted this application to a sponsor? Yes No
If so, please indicate name of sponsor: _____

Date Submitted: _____

Do you plan to submit this application to a sponsor before the Mayor makes a final determination on your application? Yes No ___
If so, please indicate the name of the Sponsor: _____

Appendix 1-3: Background Check Authorization Form

I, _____, submit this background check authorization as part of the proposal from, _____ (name of school), for mayoral support of a charter school.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name): _____

Have you ever been convicted of a criminal offense? _____

If yes, please indicate date, charge and city where convicted: _____

Please list all of your residences (by city, county and state) other than St. Louis during the past ten (10) years: _____

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the St. Louis Police Department and the Missouri State Police, Family Care Registry, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Executive Assistant - St. Louis Charter Schools or her representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the St. Louis Charter Schools Advisory Board or other officials of the City of St. Louis as is necessary to evaluate the proposal submitted by _____ (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Missouri law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Executive Assistant - Education, St. Louis Charter Schools Advisory Board, the City of St. Louis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

 Signature Social Security Number

 Date of Birth Date

 Position with proposed school
 (See Appendix 2 for instructions)

Appendix 1-4: Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized representative as indicated on the charter application (see Appendix 1-2.)

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for _____ (name of school) to be located at _____ is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will locate the charter school within the boundaries of the St. Louis Public Schools.
2. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or an after school program.
3. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission via a published, random lottery selection process.
4. Will provide the number of students enrolled in the charter school, the name of each student, free and reduced lunch count and the school district in which each student resides to the Missouri Department of Elementary and Secondary Education by the date established thereby.
5. Will submit an annual report to the Missouri Department of Education in the form required thereby.
6. Will make available and provide upon request the school's charter, financial statements, financial audits and the school's most recent report card. The school may charge reasonable fees (for furnished copies) in accordance with state law.
7. Will submit attendance records, student performance data (including baseline data for at least the first three years of operation), financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the sponsor, and if requested to the Mayor's Office.
8. Will acknowledge that the Department of Elementary and Secondary Education shall retain 1.5% of the amount of state and local funding allocated to the charter school not to exceed \$125,000 annually per school, for the purpose of sponsorship expenses.
9. Will participate in the St. Louis Public School Teachers' Retirement Fund.
10. Will maintain separate accountings of all funds received and disbursed by the school.
11. Will not employ more than 20% individuals who do not have hold a license to teach in a public school in Missouri or are in the process of obtaining a license to teach in a public school in Missouri under the transition to teaching program certification. (Foreign Language Immersion programs are exempted.)
12. Will conduct criminal background and child abuse registry checks for the original charter school incorporators and/or governing board and will make them available upon request.

13. Will not employ or contract with members of the governing board.
14. Will permit certified employees at the charter school the opportunity to organize and bargain collectively if they so choose.
15. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
16. Will at all times maintain all necessary and appropriate insurance coverage.
17. Will comply with health and safety laws, regulations and standards established by the State of Missouri and the City of St. Louis and comply with the minimum education standards.
18. Will indemnify and hold harmless the City of St. Louis (including without limitation, the Mayor's Office), the State of Missouri, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
19. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry.
20. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
21. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
22. Will follow all state laws concerning operations and governance of non-profit corporations.
23. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
24. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Signature of Notary

Date

Appendix 1-5: Five-Year Budget Template:

A copy of the Budget Template Form can also be found at: <http://stlc.in.missouri.org/education/charter.cfm>

Proposed Charter School: _____

	Pre-Opening <i>From approval to opening</i>	Fiscal Year				
Projected Enrollment		_____	_____	_____	_____	_____
		_____	_____	_____	_____	_____

I. Revenues						
Carry-over from previous period	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Per Pupil Payments						
State Grants						
Federal Grants						
Private Funds						
Other (Briefly detail)						
Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
II. Expenditures						
Human Resources						
Director/Principal Salary						
Supervisors/Lead Teachers Salaries						
Teachers (FT) Salaries						
Teachers (PT) Salaries						
Clerical Salaries						
Custodial Salaries						
Consultants Salaries/Contracts						
Other (Admin. Staff) Salaries						
Payroll Taxes						
Benefits						
Professional Development						
Substitute Teachers						
Board Recruitment						
Board Development						
Other Human Resources Expenses						
Total Human Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Facility						
Rent						
Mortgage						
Renovation/Construction						
Debt Service						
Utilities						
Maintenance						
Other Facility Expenses						

Total Facility	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Materials/Supplies/Equipment						
Textbooks and Other Instructional Supplies						
Assessments						
Instructional Equipment						
Classroom Technology						
Office Technology						
Instructional Software						
Office Software						
Library						
Office Furniture						
Classroom Furniture						
Other Equipment						
Copying and Reproduction						
Postage and Shipping						
Telephone/Fax Lines						
Long Distance Telephone Expenses						
Internet Access						
Other Materials/Supplies/Equipment						
Total Materials/Supplies/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional Costs						
Contracted Services						
Business Services						
Insurance						
Marketing/Development						
Legal Expenses						
Accounting/Audit						
Transportation						
Field Trips						
Food Service						
1.5% sponsorship withholding						
Other						
Total Additional Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Appendix 2: Instructions for Leadership Information

Please be sure to submit all three (3) items together for each leader. The Prospectus and the Full Application will not be considered unless complete leadership information as detailed below is provided.

Leadership Information Content:

The leadership information should contain the following:

1. Signed Background Check Authorizations Form for applicant's authorized representative, school leader(s), business manager, and governing board members (if selected). Background Check Authorization Form is available in Appendix 1-3.
2. Resumes of applicant's authorized representative, school leader(s), business manager and governing board members (if selected). Resumes should include, at a minimum, education, employment and professional and community activities. Resumes do not need to include personal address or contact information.
3. A **signed and notarized** memorandum of **no more than one page** from each participating governing board member that:
 - Highlights the knowledge and experience that he or she would bring to the board (e.g., previously served on a board of a school district, an independent school, or a non-profit corporation; has specific expertise such as public relations, law, accounting, etc.);
 - Acknowledgement that board members are decision making public servants; and
 - Indicates any potential conflicts of interest he or she might have. A potential conflict consists of engaging in a business relationship with a company or employee that would provide direct or indirect financial or other benefits to the board member or family members. Please describe the individuals involved and the nature of any such relationship.

To the extent permitted by law, information obtained through background checks and other personal information will remain confidential.

If the leadership of the proposed charter school changes prior to sponsorship, it is the responsibility of the organizer to submit updated leadership information (resume, background check authorization and memorandum) to the Mayor's Office.

Leadership Information Format:

For leadership information submitted with the Prospectus or Full Application: social security numbers on background check authorization forms must be deleted in all *bound* copies, but not in the unbound original (see instructions for Prospectus and Full Application for more information). The Mayor's Office does not assume responsibility if copies of the application materials with social security numbers in view are released to the public if applicants do not follow these instructions.

For leadership information submitted separately from the Prospectus and Full Application: submit three hard copies of the signed authorization forms, resumes and memoranda. The resumes and memoranda should also be submitted on computer disk.

Appendix 3: Prospectus Submission Checklist

All applicants, unless otherwise notified by the Mayor’s Office, are **required** to complete and send a Prospectus (in hard copy and on computer disk) summarizing their proposal prior to submission of a Full Application. Below is a list of the **required** contents.

REQUIREMENTS	COMPLETED
Cover page	
Information sheet (Appendix 2)	
Executive summary	
Table of Contents	
Narrative, <i>not to exceed 25 pages</i>	
Leadership information (Appendix 1) – signed and notarized	
Attachments, <i>not to exceed 50 pages</i>	
The Prospectus should adhere to the following format:	
<ul style="list-style-type: none"> • prepared on white, 8.5” x 11” paper 	
<ul style="list-style-type: none"> • one-inch margins on all sides 	
<ul style="list-style-type: none"> • no font smaller than 11-point 	
<ul style="list-style-type: none"> • paragraph formatting may not be more compact than standard single space 	
<ul style="list-style-type: none"> • spiral bound (no binders, paper clips, or folders, please) 	

Prospectus Deadline:

The Prospectus must be received by the Office of the Mayor no later than **5 p.m., on the date established by the Mayor’s Office** after the applicant submits the Letter of Intent. Please mail or hand-deliver 20 spiral bound copies (with social security numbers deleted from background authorization forms), one *clearly marked* unbound original copy (with social security numbers on background authorization forms) and the document on computer disk (only attachments easily transferable to disk need to be included) in one packet to:

Office of the Mayor
 City Hall – Room 200
 St. Louis, MO 63103
 Attention: St. Louis Charter Schools Development – Robbyn Wahby
 Tel: (314) 622-3746
 E-mail: charterschools@stlouiscity.com

Appendix 4: School-Specific Goals

Appendix 4-1: Instructions for Development of School-Specific Goals

Each charter school application must submit a **summary cover sheet** and use the **general school-specific goals template** as part of their application. The template explains each of their school-specific **educational** and **organizational** goals, (at least two each). Exempted are goals relating to student enrollment, attendance and retention.

Educational goals focus on academic achievement. Included are those goals that measure the growth of individual students, classrooms and the school over significant time periods **and** those that determine if the school is successful in meeting established standards (Missouri and NCLB).

Organizational goals cover non-academic areas such as board governance, operations, management, finance, etc. Goals should focus on key areas that support academic achievement and secure the future of the school.

This appendix provides:

1. The **summary cover sheet** to summarize the school's specific goals and assessments. It is submitted as a cover page for the more detailed goals information submitted on the template.
2. **Instructions** for completing the **general template** for school-specific goals.
3. The **general template**.
4. A **sample submission** from a hypothetical charter school showing how the general template might be completed for one goal.

Appendix 4-3: Instructions for Use of General Template for School-Specific Goals

Reproduce the template page (Appendix 4-2) as needed for the number of goals that you wish to submit. Submit each goal **and the requested information pertaining to that goal** on a separate template page (or pages). It is important to indicate the name of your school at the top of each page. Complete the required information in the designated spaces in the template. You may expand the template to additional pages if needed to accommodate information pertaining to a particular goal.

Specific Instructions for each Designated Space in the Template

Mission Statement is a brief (1-2 sentences), jargon-free statement of the school's purpose and broad aims. This statement should be measurable, memorable and meaningful.

Performance Goal is the school-specific goal in a precise, declarative statement.

Performance Indicators are those elements that tell you that the goal has been achieved.

Assessment Tools & Measures are the tool(s) you will use to evaluate achievement of, or progress toward, that goal (e.g., a school-selected assessment, a parent survey, etc.).

Attachments (if applicable) illustrate the performance goal and assessments. In the case of school-developed assessments, attachments might include an actual test that your school has developed for a particular purpose, and/or a scoring tool and instructions for evaluators. Provide the attachment(s) immediately following the completed template page(s) for that performance goal. If you are still developing a particular assessment or evaluation tool, note this along with the date when it will be ready for submission, and submit it to the Mayor's Office (and sponsor if applicable) once it is developed.

Rationale for Goal and Measures articulate (in about 2-3 sentences) (a) why the goal is important to your school mission, and (b) why the assessments you have chosen are appropriate, useful tools for measuring performance toward that goal.

Assessment Reliability and Scoring Consistency explain how you will demonstrate both the reliability and scoring consistency of any non-standardized assessment developed or administered by your school, if applicable. If you have chosen an existing standardized assessment, simply note "N/A" in this space.

Baseline Data states your school's baseline student achievement levels (such as incoming student test scores) pertaining to the particular goal, if known. If you have not yet gathered the needed data, explain when you will have the data and how you plan to collect it.

3rd- and 5th-Year Targets describe your performance targets for the stated goal for the third and fifth years of your charter. Specify the levels of performance that you will deem to have earned each rating, as set forth in the scale below. The performance level you set for “Meets standard” should establish your performance target for your third and sixth years. The levels of performance you establish for this scale will be the ones that the sponsor will apply in evaluating school progress on these goals in the 3rd and 5th year of the school’s charter.

Does not meet standard	School has clearly not met its school-specific goal.
Approaching standard	School is making good progress toward meeting its school-specific goal.
Meets standard	School has clearly met its school-specific goal.
Exceeds standard	School has clearly exceeded its school-specific goal.

Appendix 4-4: GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for _____ (school name)

Mission Statement	<i>The mission of our charter school is to ... (Brief, jargon-free statement of the school's purpose and broad aims)</i>
Performance Goal	<i>What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)</i>
Performance Indicators	How will we know that we have achieved this goal?
Assessment Tools and Measures	How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?
Attachments	Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)
Rationale for Goal and Measures	Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)
Assessment Reliability and Scoring Consistency	How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?
Baseline Data	What is our beginning data point?
3rd-Year Target*	What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) <i>Does not meet standard:</i> <i>Approaching standard:</i> <i>Meets standard</i> <i>Exceeds standard</i>
5th-Year Target*	What do we expect to achieve by the end of our fifth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) <i>Does not meet standard:</i> <i>Approaching standard:</i> <i>Meets standard</i> <i>Exceeds standard</i>

Appendix 4-5: SAMPLE - SPECIFIC GOAL SUBMISSION

School-Specific Goal for: New Sample Charter School

Mission Statement	The mission of our charter school is to cultivate in youth of the Gravois Park and Benton Park neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.
Performance Goal	Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.
Performance Indicators	Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.
Assessment Tools and Measures	Beginning in the 8 th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.
Attachments	Our school-developed tool for evaluating student career plans is attached. <i>[Example response only – no tool is attached to this sample.]</i>
Rationale for Goal and Measures	Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals. Furthermore, we will encourage parental participation.
Assessment Reliability and Scoring Consistency	The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2008-2009, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2008-2009 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed to eliminate significant discrepancies. We will repeat these “practice evaluations” as needed until we are confident in the reliability and consistent usage of the evaluation tool.
Baseline Data	Career plans from the 2008-2009 school year, which will be finalized in May 2009.

3rd-Year Target	<p><i>Does not meet standard:</i> Fewer than 70% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Approaching standard:</i> 70% to 84% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Meets standard:</i> 85% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Exceeds standard:</i> 86% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>
5th - Year Target	<p><i>Does not meet standard:</i> Fewer than 80% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Approaching standard:</i> 80% to 94% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Meets standard:</i> 95% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Exceeds standard:</i> 96% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>

Appendix 5: Technical Requirements Checklist

The following lists information required to be included in a charter school proposal pursuant to Revised Missouri State Statues.

Information Required by Missouri State Law	Item on DESE	Section in Application	Completed
160.400	1	Letter of Intent, Information Sheet, Assurance Form	
	2	Assurance Form	
	3	Letter of Intent, Assurance Form	
	4	Full Application II.C.	
	5	Assurances Form, Full Application IV.D and IV. E	
	6	Full Application IV.C, Assurance Form, and Background Check Authorization Form	
	7	Full Application IV. B and IV. C, Assurance Form	
160.405	8	<i>Does not apply to Mayoral Support; however is required once application is submitted to a sponsor for consideration</i>	
	9	Full Application I.A	
	10, 11	Full Application IV.C	
	12	Full Application IV.D and IV.E	
	13, 14, 15, 16	Full Application IV.B and IV.C	
	17	Information Sheet	
	18	Full Application III.G	
	19	Full Application III.C	
	20	Information Sheet	
	21	Full Application III.D	
	22	Full Application IV.C	
	23	Full Application III.E	
24, 25	Full Application IV.A and Assurance Form		
26	Assurance Form		
27	Assurance Form		
28	<i>Does not apply to application</i>		
29	Full Application IV.D and IV.E		

Information Required by Missouri State Law	Item on DESE	Section in Application	Completed
	30	Full Application III.C	
	31	Assurance Form	
	32	Full Application III. D.	
	33	Full Application IV.D and IV.E	
	34	Full Application IV.A and IV. F	
160.410	35, 36, 37	Full Application IV.A	
	38	Assurance Form	
160.415	39	Assurance Form and Full Application IV. A	
160.420	40, 41, 42	Full Application IV.B and Assurance Form	
	43	Full Application III. C	

Appendix 6: Full Application Submission Checklist

All applicants are **required** to complete and send a Full Application (as a hard copy and on a computer disk) detailing the proposed charter school's educational framework and business plan. Below is a brief **outline** of the Full Application contents.

REQUIREMENTS	COMPLETED
Cover page	
Information sheet (Appendix 2)	
Executive summary	
Table of Contents	
Narrative, <i>not to exceed 50 pages</i>	
Leadership information (Appendix 1) – signed and notarized	
Attachments, <i>not to exceed 50 pages</i>	
Assurances Form (Appendix 2) – signed and notarized	
Five-Year Budget (Appendix 2)	
Cash flow analysis for first fiscal year of operation	
The Full Application should adhere to the following format:	
<ul style="list-style-type: none"> • prepared on white, 8.5" x 11" paper 	
<ul style="list-style-type: none"> • one-inch margins on all sides 	
<ul style="list-style-type: none"> • no font smaller than 11-point 	
<ul style="list-style-type: none"> • paragraph formatting may not be more compact than standard single space 	
<ul style="list-style-type: none"> • spiral bound (no binders, paper clips, or folders, please) 	

Full Application Deadline:

The Full Application must be received by the Office of the Mayor **no later than 5 p.m. on the date established by the Mayor's Office after an applicant is invited to submit a Full Application**. Please mail or hand-deliver 20 spiral bound copies (with social security numbers deleted from background authorization forms), one **clearly marked** unbound original copy (with social security numbers on background authorization forms) and the document on computer disk (only attachments easily transferable to disk need to be included) to:

Office of the Mayor
 City Hall – Room 200
 St. Louis, MO 63103
 Attention: St. Louis Charter Schools – Robbyn Wahby
 Tel: (314) 622-3746
 E-mail: charterschools@stlouiscity.com

Appendix 7: Resources

The websites below offer the reader only a primer in the numerous charter school technical resources available. This list is in no way exhaustive.

General Technical Resources

Mayor's Charter School Website

<http://stlein.missouri.org/education/charter.cfm>.

Provides answers to frequently asked questions about charters in St. Louis and offers general information for applicants and the general public.

St. Louis Census Data

<http://stlouis.missouri.org/census/index.html>

To access information concerning demographics

Neighborhood Based Data

<http://stlein.missouri.org/mapportal/>

To access information concerning population, by neighborhoods

Neighborhood Descriptions

<http://stlouis.missouri.org/neighborhoods/index.html>

To access information concerning neighborhoods

Missouri Charter Public School Association

<http://www.mocharterschools.org>

Serves as a resource center for Missouri's charter schools.

Missouri's Department of Elementary and Secondary Education (DESE)

<http://www.dese.mo.gov/>

Provides extensive information on Missouri's public K-12 schools.

Missouri's Department of Elementary and Secondary Education

<http://www.dese.mo.gov/divimprove/charterschools/index.html>

DESE's charter school information.

U.S. Department of Education's Charter Schools Site

<http://www.uscharterschools.org>

Serves as an overall information clearinghouse about charter schools, including federal efforts to support charter schools.

Accessing Charter School Programs: A Guidebook for Charter School Operators and Developers

http://www.uscharterschools.org/gb/fed_funds/

(Print version available by calling 1-877-4ED-PUBS.)

Provides basic information to assist charter schools in accessing the federal programs and resources available to them.

National Association Charter School Authorizers Resources

<http://www.qualitycharters.org>

Overall resource on charter schools, in particular the authorization process.

National Alliance of Public Charter Schools

<http://www.publiccharters.org/>

A national organization committed to advancing the charter school movement that provides assistance to state charter school associations and resource center, and develops and advocates for improved public policies.

Walton Family Foundation

<http://www.waltonfamilyfoundation.org/>

Philanthropic and research foundation with a focus on charter schools.

Bill and Melinda Gates Foundation

www.gatesfoundation.org

Investing in and researching small charter high schools.

Thomas B. Fordham Institute

<http://www.edexcellence.net/institute/global/index.cfm>

Research institute on school choice located in Ohio, but has national resource.

National Council of La Raza

<http://www.nclr.org/>

The largest national Hispanic civil rights and advocacy organization in the United States – works to improve opportunities for Hispanic Americans.

Black Alliance for Educational Options (BAEO)

<http://www.baео.org/>

Actively supports parental choice to empower families and increase quality educational options for Black children.

Public Impact

<http://www.publicimpact.com/focusconditions.php>

National education policy and management consulting firm based in Chapel Hill, N.C. that was instrumental in the development of the Indianapolis Mayor's charter school sponsorship program.

Center for Education Reform

<http://www.edreform.com>

Provides information about status of charter schools in each state and charter legislation and charter news from around the country.

Green Dot Public Schools

<http://www.greendot.org/home/index.html>

Green Dot Public Schools is the leading public schools operator in Los Angeles and an important catalyst for education reform in the State of California.

Charter Schools Development Center

<http://www.cacharterschools.org>

Offers downloadable sample documents, policy papers, and planning tools for charter school leaders.

Aspire Public Schools

<http://www.aspirepublicschools.org/>

Operates urban charter schools in California that prepare students for college.

EdVisions

<http://www.edvisions.coop/>

Charter school model with student driven project-based learning and autonomous, democratically controlled schools that provide opportunities for teacher ownership.

Education|Evolving

<http://www.educationevolving.org>

Helps public education with the difficult process of change and is involved increasingly in the redesign of schooling. Formally the project is a joint venture of the Center for Policy Studies and Hamline University.

Specific Technical Resources

Founders and Partnerships

Steps to Starting a Charter School

http://www.uscharterschools.org/pub/uscs_docs/r/steps.htm

What it Takes: Starting a Charter School

http://www.uscharterschools.org/pub/uscs_docs/r/lhs_case1.htm

Fellowship to Design, Launch and Sustain a Charter School

<http://www.buildingexcellentschools.org/>

Mission and Vision

Shaping Positive Cultures in Charter Schools

http://www.wcer.wisc.edu/archive/ccvi/zz-pubs/newsletters/spring2000_chartersch/5.htm

Developing a Mission Statement

http://www.uscharterschools.org/pub/uscs_docs/r/mission.htm

Governance

Code of Ethics (Missouri Examples)

Columbia School District uses Missouri School Boards' Association Policies

<http://www.columbia.k12.mo.us/policies/BBF-C.pdf>

Rockwood School District uses Missouri Consultants for Education Policies

<http://www.rockwood.k12.mo.us/community/boe/policies/0000/p0340.html>

Educational Services

Guidelines for Creating a Charter School Accountability Plan

<http://www.newyorkcharters.org/>

Educational Program Design

http://www.uscharterschools.org/pub/uscs_docs/r/ed_program.htm

Catalog of School Reform Models

<http://www.nwrel.org/scpd/catalog/index.shtml>

Creating and Sustaining Family Friendly Schools

<http://www.uscharterschools.org/gb/familyfriendly/>

Accountability: The Key to Charter Renewal -- A Guide to Help Charter Schools Create Their Accountability Plans

http://edreform.com/pubs/charter_school_accountability.htm

Federal Resource Center for Special Education

<http://www.dssc.org/frc/>

Resources on Accountability – Standards, Assessment and Using Data

http://www.uscharterschools.org/pub/uscs_docs/r/account.htm

Organizational Viability and Effectiveness

Personnel Policies and Practices: Understanding Employment Law

<http://www.uscharterschools.org/gb/personnel/>

Creating an Effective Charter School Governing Board Guidebook

<http://www.uscharterschools.org/gb/governance/>

Charter Starters' Leadership Training Workbook

http://www.nwrel.org/charter/publicat/charter_workbook.html

Resources for Budget, Financing, and Fundraising

http://www.uscharterschools.org/pub/uscs_docs/r/budget.htm

Mobilizing and Motivating Your Staff To Get Results

<http://www.uscharterschools.org/gb/motivatingstaff/>

Resources on Legal Issues -- State and Federal Legislation, Contracts and Agreements with Authorizers, and School Operational Issues

http://www.uscharterschools.org/pub/uscs_docs/r/legal.htm

Resources on Facilities – Planning, Needs Assessment, Site Selection, and Financing

http://www.uscharterschools.org/pub/uscs_docs/r/facilities.htm

Facility Financing

<http://www.iff.org/>

Missouri Charter School Statutes

Missouri charter school statutes can be found at:

http://www.dese.mo.gov/schoollaw/publawbook/Index_C.htm